

The University of the State of New York  
**The State Education Department**



**OVERVIEW OF DISTRICT PERFORMANCE IN  
ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE  
AND  
ANALYSIS OF STUDENT SUBGROUP PERFORMANCE  
for  
Whitesboro Central School District**

**February 2004**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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The *New York State District Report Card* is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on student performance and other measures of district performance. Knowledge gained from the district report card on a district's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State District Report Card* consists of three parts: the *Overview of District Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *District Accountability Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *District Accountability Report* provides information as to whether a district is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts and mathematics and on the middle-level science test is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Performance on the elementary-level science test is reported in terms of mean scores and the percentage of students making appropriate progress. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the district, including general-education students and students with disabilities. In the *Overview*, each district's performance is compared with that of all public schools statewide. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, LEP status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the district report card may be found in the glossary on the last page. Further information on the district report card may be found in the guide, *Understanding Your School Report Card: February 2004*, available on the Information and Reporting Services Web site at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

# Overview of District Performance in English Language Arts, Mathematics, and Science

## District Profile

Superintendent: Arnold L. Kaye		Phone: (315)266-3303
<b>Organization</b> <b>2002-03</b>	Grade Range	Student Enrollment
	NA	3872

<b>2001-02 District-wide Total Expenditure per Pupil</b>	\$9,777
<b>2001-02 NYS Public Schools Total Expenditure per Pupil</b>	\$12,265

### 2002-03 Percentage of Core Classes Taught by Highly Qualified Teachers\*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
742	99%

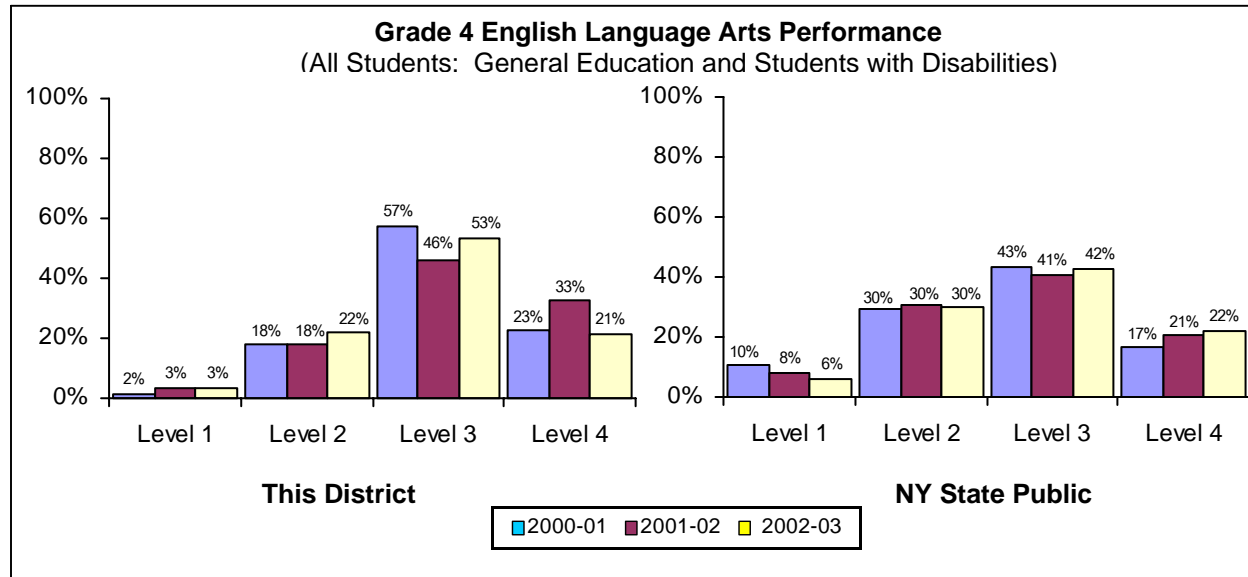
\*For the 2002-03 school year, SED is reporting that teachers of core classes are highly qualified if they are certified to teach those classes. However, No Child Left Behind (NCLB) imposes requirements beyond certification for some teachers to be considered highly qualified. In future years, when New York State uses the NCLB criteria for reporting, certified teachers must fulfill all NCLB requirements to be counted as highly qualified.

### 2002-03 Percentage of Teachers with No Valid Teaching Certificate\*

Number of Teachers	Percent with No Valid Teaching Certificate
294	0%

\*This count includes teachers with temporary licenses who do not have a valid permanent, provisional, or transitional teaching certificate.

## Elementary Level English Language Arts



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total	
Jan–Feb 2001	5	59	185	74	323	671
Jan–Feb 2002	9	52	135	96	292	676
Feb 2003	10	66	159	64	299	664

Elementary-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

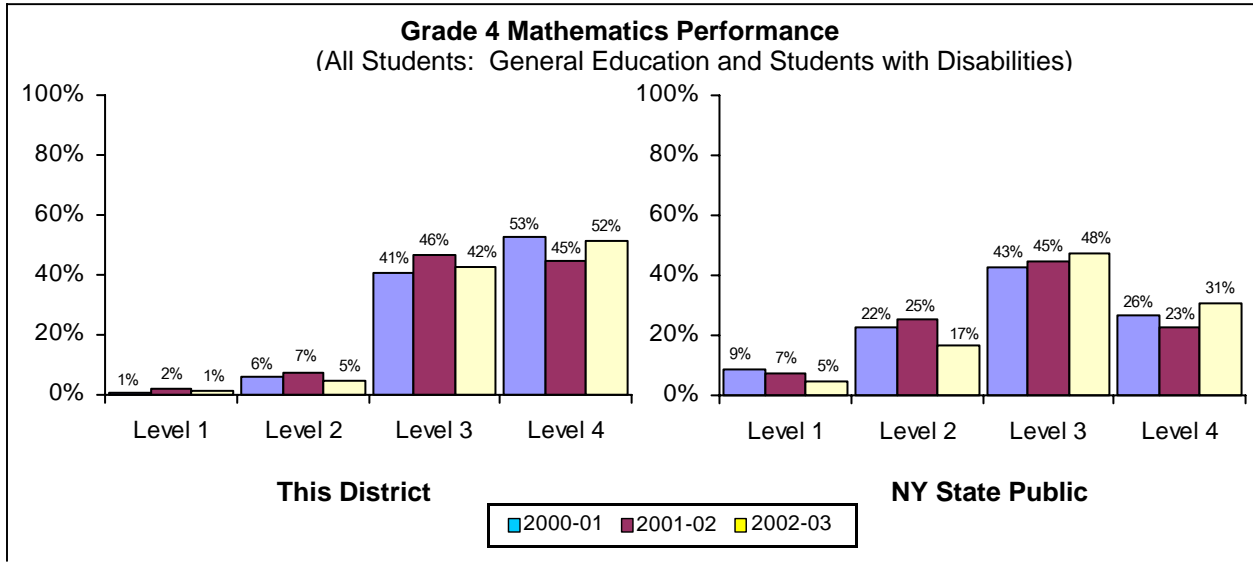
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	4	#	#	#	#

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	0	0	0	0	0

## Elementary Level Mathematics



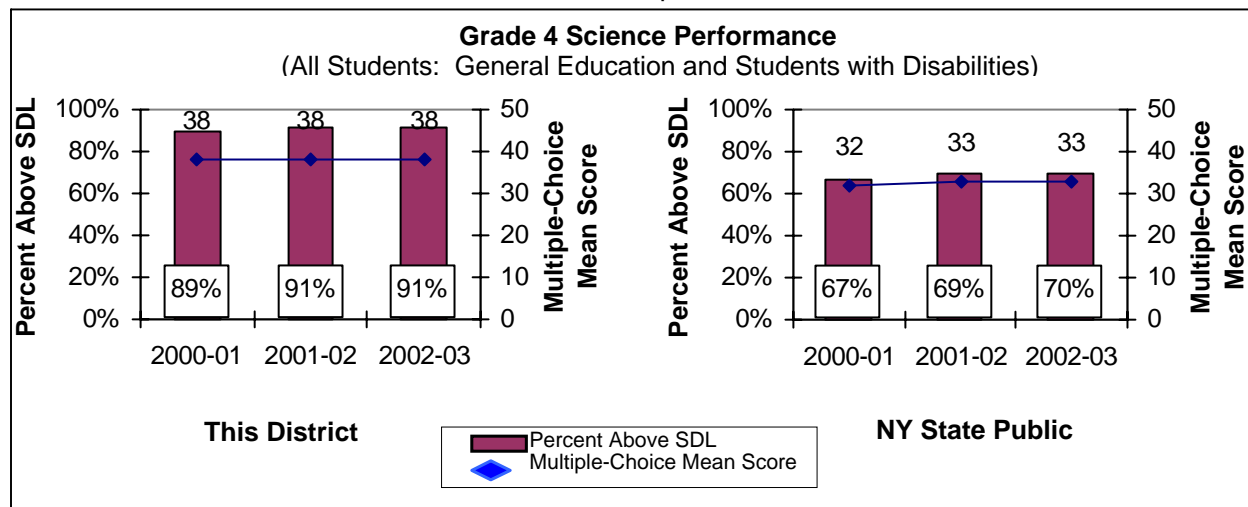
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total	
May 2001	2	19	130	169	320	684
May 2002	5	21	135	130	291	675
May 2003	4	14	129	157	304	677

Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	0	0	0	0	0

## Elementary Level Science Multiple-Choice



### All Students

	Number Tested	Number Above SDL	Mean Score
<b>May 2001</b>	315	281	38
<b>May 2002</b>	288	263	38
<b>May 2003</b>	300	273	38

Grade 4 Science — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Multiple-Choice Test Component</b>	This component contains 45 multiple-choice questions based upon the New York State <i>Elementary Science Syllabus</i> and referenced to the New York State <i>Learning Standards for Mathematics, Science and Technology</i> (Elementary Level).
<b>State Designated Level (SDL)</b>	Students who correctly answer fewer than 30 of the 45 questions of the multiple-choice test component must receive academic intervention services in the following term of instruction.
<b>Mean Scores</b>	For the multiple-choice test component, the mean score is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45.

## Elementary Level Science Performance Test

The elementary-level science test is composed of two sections, the multiple-choice section (described above) and the performance test. The performance test is not used to determine the need for academic intervention services or for accountability purposes because not all students are administered the same three tasks.

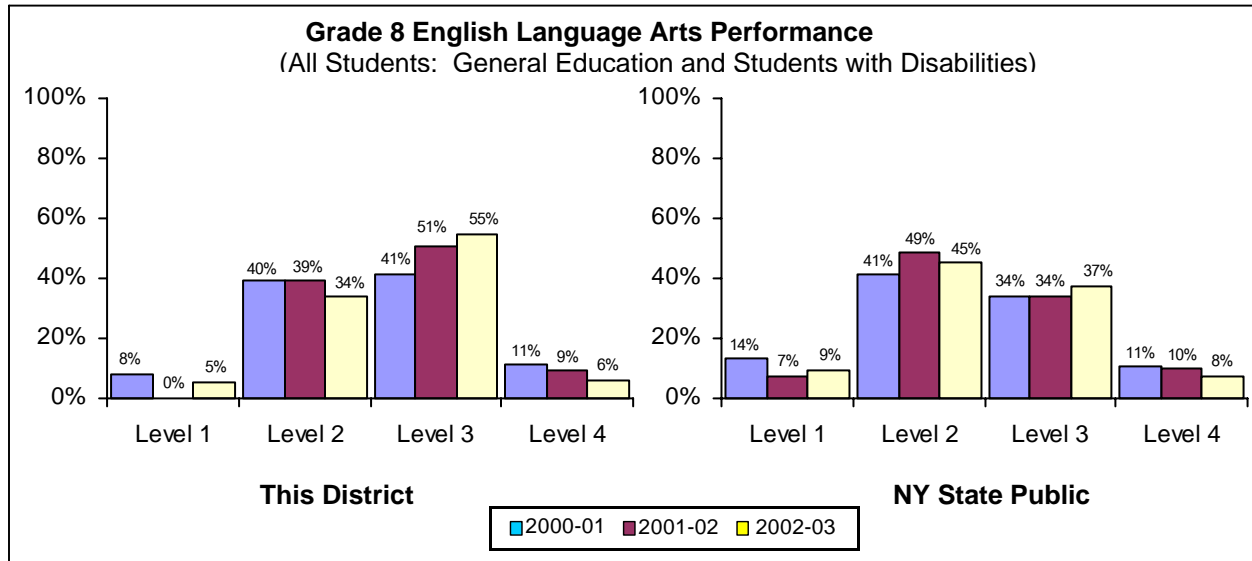
### All Students

	Number Tested	Mean Score
<b>May 2001</b>	315	41
<b>May 2002</b>	288	40
<b>May 2003</b>	299	41

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
<b>2002–03</b>	0	0	0	0	0

## Middle Level English Language Arts



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 527-661	Level 2 662-700	Level 3 701-738	Level 4 739-830	Total	
May 2001	25	127	133	36	321	704
March 2002	1	119	154	28	302	707
January 2003	16	106	169	19	310	701

Middle-Level English Language Arts Levels – Listening, Reading, and Writing Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

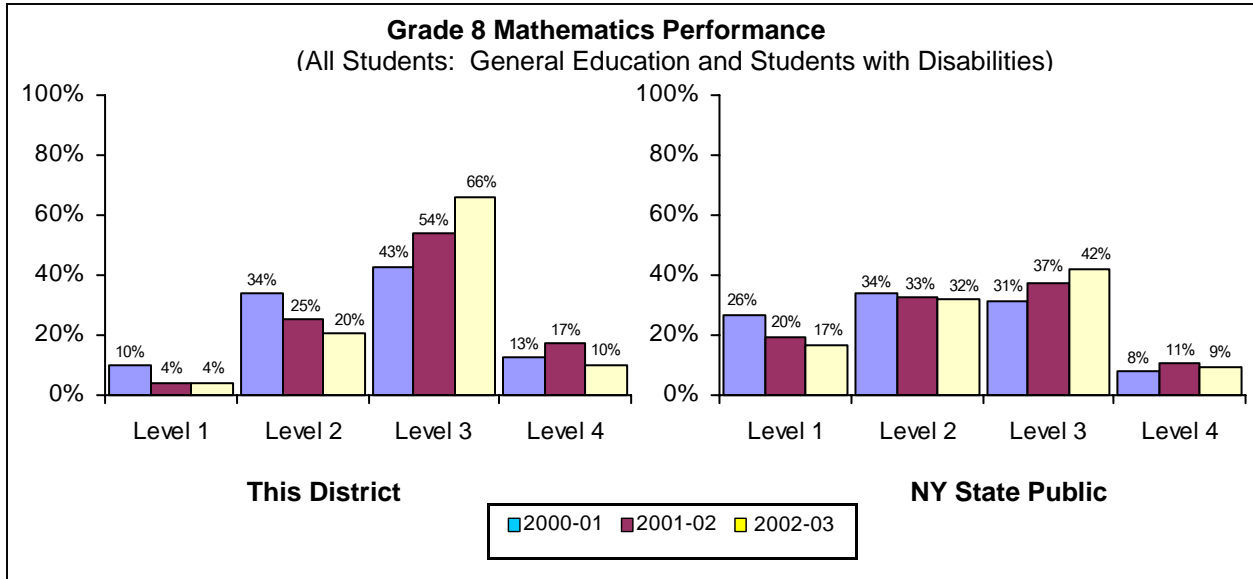
Grade 8	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	0	0	0	0	0

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

Grade 8	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	0	0	0	0	0



## Middle Level Mathematics



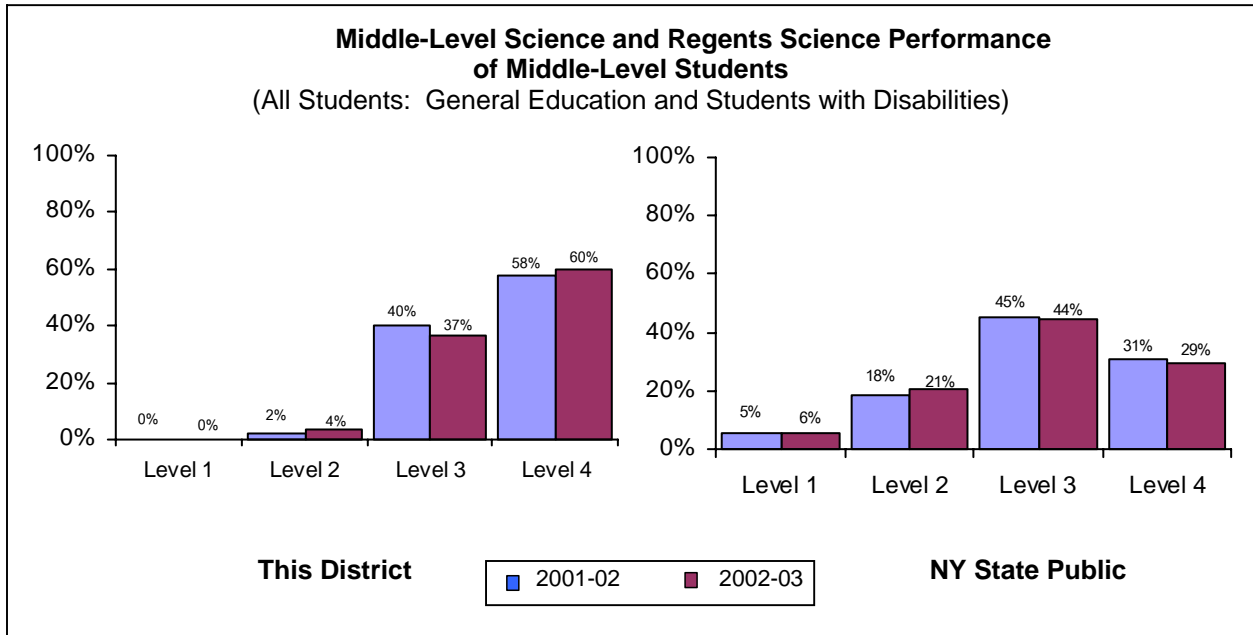
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total	
May 2001	33	110	137	41	321	720
May 2002	12	76	163	52	303	730
May 2003	11	61	196	30	298	729

Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

Middle Level	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	0	0	0	0	0

## Middle Level Science



Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	0	5	106	153	264	85
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	0	11	106	145	262	85
	Regents Science	0	0	2	30	32	91

Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards*	
<b>Level 4</b>	These students <b>exceed the standards</b> on the middle-level science test and are moving toward high performance on the Regents examinations <u>or</u> score 85–100 on a Regents science examination.
<b>Level 3</b>	These students <b>meet the standards</b> on the middle-level science test and, with continued steady growth, should pass the Regents examinations <u>or</u> score 65–84 on a Regents science examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards for middle-level science and to pass the Regents examinations <u>or</u> score 55–64 on a Regents science examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

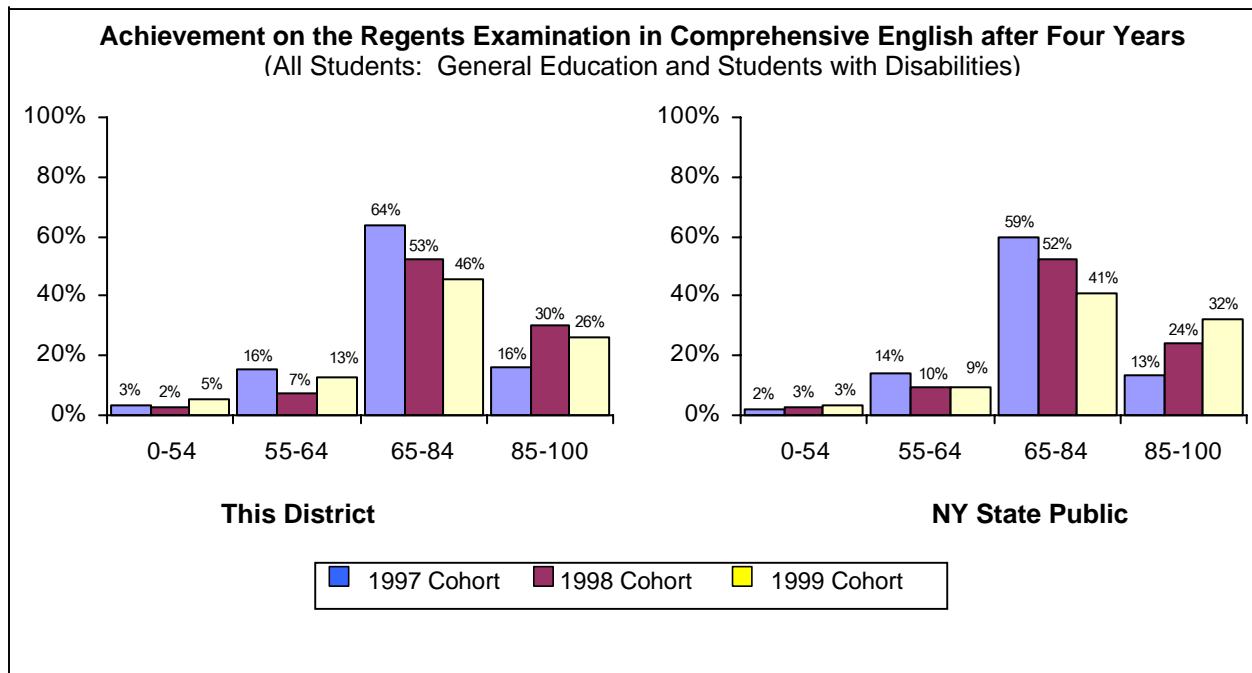
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Middle-Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	0	0	0	0	0

# High School English Achievement after Four Years of Instruction

The graph and table below present performance of the 1997, 1998, and 1999 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in English. A score of 65 or above on the Regents comprehensive examination in English is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. In the first table, the numbers of students who met the graduation requirement by passing an approved alternative are listed separately. The second table shows the competency test performance of students with disabilities eligible for the safety net who did not score 55 or above on a Regents examination or approved alternative. Students who score 55 to 64 on the Regents examination in comprehensive English may be given credit towards a local high school diploma if allowed by the district board of education. The data in these tables and chart show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9. Data for the 1999 cohort include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in cohorts in the district's schools.



English Graduation Requirement Achievement after Four Years of High School*						
	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
<b>1997 Cohort</b>	289	9	45	185	46	0
<b>1998 Cohort</b>	281	7	21	148	84	0
<b>1999 Cohort</b>	301	16	38	138	78	0

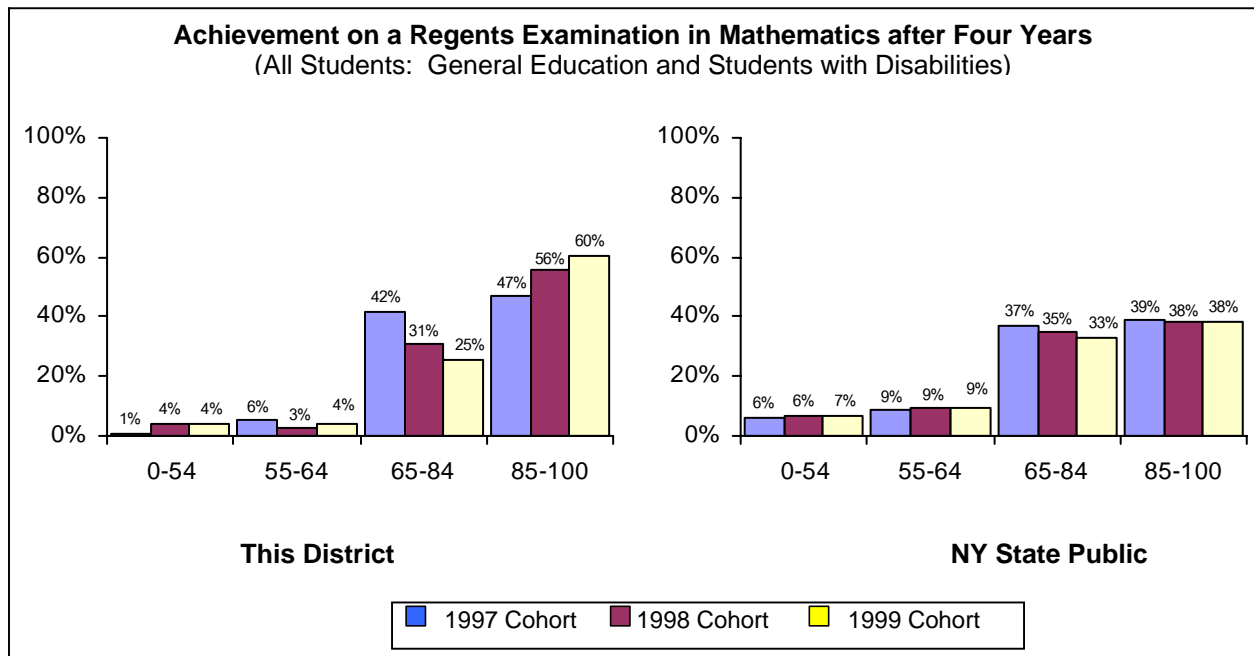
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement*		
	Passed the RCTs	Failed RCT in Reading and/or Writing
<b>1997 Cohort</b>	0	0
<b>1998 Cohort</b>	1	0
<b>1999 Cohort</b>	2	2

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

# High School Mathematics Achievement after Four Years of Instruction

The graph and table below present performance of the 1997, 1998, and 1999 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. A score of 65 or above on a Regents examination in mathematics is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. In the graph, students passing approved alternatives to these examinations are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. In the first table, the numbers of students who met the graduation requirement by passing an approved alternative are listed separately. The second table shows the competency test performance of students with disabilities eligible for the safety net who did not score 55 or above on a Regents examination or approved alternative. Students who score 55 to 64 on a Regents examination in mathematics may be given credit towards a local high school diploma if allowed by the district board of education. The data in these tables and chart show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9. Data for the 1999 cohort include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in cohorts in the district's schools.



Mathematics Graduation Requirement Achievement after Four Years of High School*						
	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
1997 Cohort	289	2	16	121	135	0
1998 Cohort	281	12	8	86	156	0
1999 Cohort	301	12	13	76	182	0

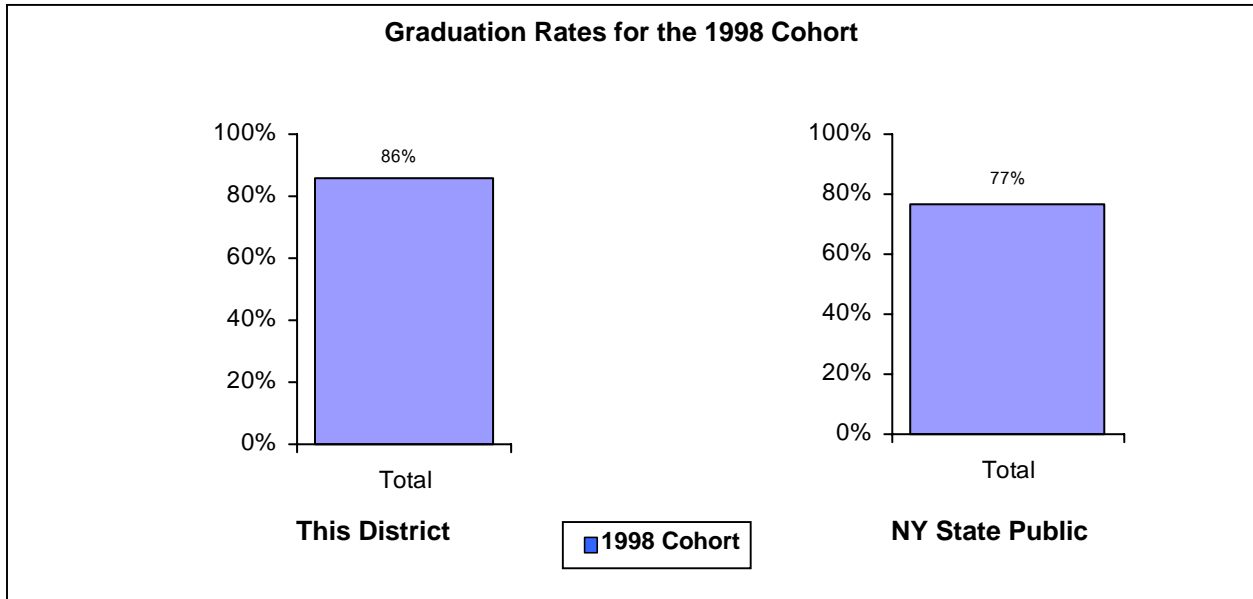
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
1997 Cohort	11	0
1998 Cohort	0	0
1999 Cohort	1	0

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

## Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 school accountability cohort for English and mathematics.



Cohort Graduation Rates				
	Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a+b)	Number Graduated
1998 Cohort	287	10	297	254

\*Count as of August 31<sup>st</sup> of the fourth year after first entering grade 9.

## Analysis of Student Subgroup Performance

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title I of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.”

This section of the district report card provides performance data for two years by racial/ethnic group, disability status, gender, English proficiency status, income level, and migrant status. The purpose of the student subgroup analyses is to determine if students who perform below the standards in any school tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps. If your district did not report data for the 2002-03 school year for a subject and grade, a table showing data for subgroups in that subject and grade will not be included in the *Analysis*.

## Elementary Level English Language Arts

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	0	0%	0%	0%	2	s	s	s
Hispanic	0	0%	0%	0%	0	0%	0%	0%
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	292	97%	79%	33%	297	s	s	s
Total	292	97%	79%	33%	299	97%	75%	21%
Small Group Totals (s)	0	0%	0%	0%	299	97%	75%	21%
<b>Results by Disability Status</b>								
General-education students	244	98%	82%	36%	250	99%	82%	25%
Students with disabilities	48	90%	65%	17%	49	84%	35%	4%
Total	292	97%	79%	33%	299	97%	75%	21%
<b>Results by Gender</b>								
Female	149	99%	83%	41%	139	98%	79%	31%
Male	143	94%	75%	24%	160	96%	71%	13%
Total	292	97%	79%	33%	299	97%	75%	21%
<b>Results by English Proficiency Status</b>								
English proficient	292	97%	79%	33%	299	97%	75%	21%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	292	97%	79%	33%	299	97%	75%	21%
<b>Results by Income Level</b>								
Economically disadvantaged	34	94%	74%	26%	2	s	s	s
Not disadvantaged	258	97%	80%	34%	297	s	s	s
Total	292	97%	79%	33%	299	97%	75%	21%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	292	97%	79%	33%	299	97%	75%	21%
Total	292	97%	79%	33%	299	97%	75%	21%

## Elementary Level Mathematics

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	0	0%	0%	0%	2	s	s	s
Hispanic	0	0%	0%	0%	0	0%	0%	0%
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	291	98%	91%	45%	302	s	s	s
Total	291	98%	91%	45%	304	99%	94%	52%
Small Group Totals (s)	0	0%	0%	0%	304	99%	94%	52%
<b>Results by Disability Status</b>								
General-education students	245	99%	94%	49%	251	100%	98%	58%
Students with disabilities	46	93%	76%	22%	53	92%	77%	23%
Total	291	98%	91%	45%	304	99%	94%	52%
<b>Results by Gender</b>								
Female	148	99%	92%	47%	138	99%	93%	52%
Male	143	98%	90%	43%	166	99%	95%	51%
Total	291	98%	91%	45%	304	99%	94%	52%
<b>Results by English Proficiency Status</b>								
English proficient	291	98%	91%	45%	300	s	s	s
Limited English proficient	0	0%	0%	0%	4	s	s	s
Total	291	98%	91%	45%	304	99%	94%	52%
<b>Results by Income Level</b>								
Economically disadvantaged	35	97%	83%	37%	2	s	s	s
Not disadvantaged	256	98%	92%	46%	302	s	s	s
Total	291	98%	91%	45%	304	99%	94%	52%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	291	98%	91%	45%	304	99%	94%	52%
Total	291	98%	91%	45%	304	99%	94%	52%



**Elementary Level**  
Science Multiple-Choice

Student Subgroup	2001-02		2002-03	
	Tested	Percentages of Tested Students Scoring above the SDL	Tested	Percentages of Tested Students Scoring above the SDL
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	0	0%	0	0%
Black	0	0%	2	s
Hispanic	0	0%	0	0%
Asian or Pacific Islander	0	0%	0	0%
White	288	91%	298	s
Total	288	91%	300	91%
Small Group Totals (s)	0	0%	300	91%
<b>Results by Disability Status</b>				
General-education students	244	94%	250	95%
Students with disabilities	44	77%	50	70%
Total	288	91%	300	91%
<b>Results by Gender</b>				
Female	148	93%	138	88%
Male	140	89%	162	93%
Total	288	91%	300	91%
<b>Results by English Proficiency Status</b>				
English proficient	288	91%	296	s
Limited English proficient	0	0%	4	s
Total	288	91%	300	91%
<b>Results by Income Level</b>				
Economically disadvantaged	34	82%	2	s
Not disadvantaged	254	93%	298	s
Total	288	91%	300	91%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	288	91%	300	91%
Total	288	91%	300	91%

**Middle Level**  
English Language Arts

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	0	0%	0%	0%	0	0%	0%	0%
Hispanic	0	0%	0%	0%	0	0%	0%	0%
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	302	100%	60%	9%	310	95%	61%	6%
Total	302	100%	60%	9%	310	95%	61%	6%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	251	100%	69%	11%	255	100%	70%	7%
Students with disabilities	51	98%	20%	0%	55	73%	18%	0%
Total	302	100%	60%	9%	310	95%	61%	6%
<b>Results by Gender</b>								
Female	163	100%	63%	10%	155	95%	66%	8%
Male	139	99%	57%	9%	155	94%	55%	4%
Total	302	100%	60%	9%	310	95%	61%	6%
<b>Results by English Proficiency Status</b>								
English proficient	301	s	s	s	310	95%	61%	6%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	302	100%	60%	9%	310	95%	61%	6%
<b>Results by Income Level</b>								
Economically disadvantaged	31	100%	42%	0%	0	0%	0%	0%
Not disadvantaged	271	100%	62%	10%	310	95%	61%	6%
Total	302	100%	60%	9%	310	95%	61%	6%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	302	100%	60%	9%	310	95%	61%	6%
Total	302	100%	60%	9%	310	95%	61%	6%

**Middle Level  
Mathematics**

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	0	0%	0%	0%	0	0%	0%	0%
Hispanic	0	0%	0%	0%	0	0%	0%	0%
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	303	96%	71%	17%	298	96%	76%	10%
Total	303	96%	71%	17%	298	96%	76%	10%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	254	99%	77%	20%	249	99%	85%	12%
Students with disabilities	49	82%	39%	2%	49	82%	31%	2%
Total	303	96%	71%	17%	298	96%	76%	10%
<b>Results by Gender</b>								
Female	163	96%	72%	17%	149	97%	72%	9%
Male	140	96%	70%	17%	149	96%	79%	11%
Total	303	96%	71%	17%	298	96%	76%	10%
<b>Results by English Proficiency Status</b>								
English proficient	302	s	s	s	298	96%	76%	10%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	303	96%	71%	17%	298	96%	76%	10%
<b>Results by Income Level</b>								
Economically disadvantaged	31	94%	48%	6%	0	0%	0%	0%
Not disadvantaged	272	96%	74%	18%	298	96%	76%	10%
Total	303	96%	71%	17%	298	96%	76%	10%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	303	96%	71%	17%	298	96%	76%	10%
Total	303	96%	71%	17%	298	96%	76%	10%

## Middle Level

### Science

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	0	0%	0%	0%	0	0%	0%	0%
Hispanic	0	0%	0%	0%	0	0%	0%	0%
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	264	100%	98%	58%	262	100%	96%	55%
Total	264	100%	98%	58%	262	100%	96%	55%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	216	100%	100%	65%	215	100%	99%	62%
Students with disabilities	48	100%	92%	27%	47	100%	83%	23%
Total	264	100%	98%	58%	262	100%	96%	55%
<b>Results by Gender</b>								
Female	136	100%	99%	56%	129	100%	95%	50%
Male	128	100%	97%	60%	133	100%	97%	61%
Total	264	100%	98%	58%	262	100%	96%	55%
<b>Results by English Proficiency Status</b>								
English proficient	263	s	s	s	262	100%	96%	55%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	264	100%	98%	58%	262	100%	96%	55%
<b>Results by Income Level</b>								
Economically disadvantaged	29	100%	97%	38%	0	0%	0%	0%
Not disadvantaged	235	100%	98%	60%	262	100%	96%	55%
Total	264	100%	98%	58%	262	100%	96%	55%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	264	100%	98%	58%	262	100%	96%	55%
Total	264	100%	98%	58%	262	100%	96%	55%

## 1998 and 1999 High School Cohorts

General-education students who first entered ninth grade in 1998 or 1999 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with district board of education approval) may qualify for a local diploma by earning a score of 55–64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain students with a Section 504 Accommodation Plan may qualify for a local diploma by passing Regents competency tests. The data in these tables show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9.

### Performance on the English Assessment Requirement for Graduation after Four Years of High School

Student Subgroup	1998 Cohort					1999 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55–64	65–100				55–64	65–100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	1	s	s	s	s	0	0	0	0	0%
Black	2	s	s	s	s	3	s	s	s	s
Hispanic	0	0	0	0	0%	0	0	0	0	0%
Asian or Pacific Islander	3	s	s	s	s	5	s	s	s	s
White	275	21	226	1	90%	293	34	212	2	85%
Total	281	21	232	1	90%	301	38	216	2	85%
Small Group Totals (s)	6	0	6	0	100%	8	4	4	0	100%
<b>Results by Disability Status</b>										
General-education students	263	17	225	0	92%	289	35	216	2	88%
Students with disabilities	18	4	7	1	67%	12	3	0	0	25%
Total	281	21	232	1	90%	301	38	216	2	85%
<b>Results by Gender</b>										
Female	144	9	123	0	92%	138	17	98	0	83%
Male	137	12	109	1	89%	163	21	118	2	87%
Total	281	21	232	1	90%	301	38	216	2	85%
<b>Results by English Proficiency Status</b>										
English proficient	281	21	232	1	90%	301	38	216	2	85%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	281	21	232	1	90%	301	38	216	2	85%
<b>Results by Income Level</b>										
Economically disadvantaged	11	1	7	0	73%	19	3	11	0	74%
Not disadvantaged	270	20	225	1	91%	282	35	205	2	86%
Total	281	21	232	1	90%	301	38	216	2	85%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	281	21	232	1	90%	301	38	216	2	85%
Total	281	21	232	1	90%	301	38	216	2	85%

**Performance on the Mathematics Assessment Requirement  
for Graduation after Four Years of High School**

Student Subgroup	1998 Cohort					1999 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55-64	65-100				55-64	65-100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	1	s	s	s	s	0	0	0	0	0%
Black	2	s	s	s	s	3	s	s	s	s
Hispanic	0	0	0	0	0%	0	0	0	0	0%
Asian or Pacific Islander	3	s	s	s	s	5	s	s	s	s
White	275	8	236	0	89%	293	12	252	1	90%
Total	281	8	242	0	89%	301	13	258	1	90%
Small Group Totals (s)	6	0	6	0	100%	8	1	6	0	88%
<b>Results by Disability Status</b>										
General-education students	263	7	235	0	92%	289	12	256	1	93%
Students with disabilities	18	1	7	0	44%	12	1	2	0	25%
Total	281	8	242	0	89%	301	13	258	1	90%
<b>Results by Gender</b>										
Female	144	4	126	0	90%	138	7	115	1	89%
Male	137	4	116	0	88%	163	6	143	0	91%
Total	281	8	242	0	89%	301	13	258	1	90%
<b>Results by English Proficiency Status</b>										
English proficient	281	8	242	0	89%	301	13	258	1	90%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	281	8	242	0	89%	301	13	258	1	90%
<b>Results by Income Level</b>										
Economically disadvantaged	11	1	8	0	82%	19	1	14	0	79%
Not disadvantaged	270	7	234	0	89%	282	12	244	1	91%
Total	281	8	242	0	89%	301	13	258	1	90%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	281	8	242	0	89%	301	13	258	1	90%
Total	281	8	242	0	89%	301	13	258	1	90%

## Cohort Graduation Rates

Students were counted as graduates in the first two columns of this table if they earned a local diploma with or without a Regents endorsement by June 30<sup>th</sup> of the fourth year after first entering grade 9 and in the second two columns if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 district accountability cohort for English and mathematics.

Student Subgroup	1998 Cohort as of June 30, 2002		1998 Cohort as of August 31, 2002	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	1	s	1	s
Black	2	s	2	s
Hispanic	0	0%	0	0%
Asian or Pacific Islander	3	s	3	s
White	284	87%	291	85%
Total	290	88%	297	86%
Small Group Totals (s)	6	100%	6	100%
<b>Results by Disability Status</b>				
General-education students	271	89%	274	88%
Students with disabilities	19	68%	23	52%
Total	290	88%	297	86%
<b>Results by Gender</b>				
Female	146	90%	148	89%
Male	144	85%	149	83%
Total	290	88%	297	86%
<b>Results by English Proficiency Status</b>				
English proficient	290	88%	297	86%
Limited English proficient	0	0%	0	0%
Total	290	88%	297	86%
<b>Results by Income Level</b>				
Economically disadvantaged	12	75%	12	75%
Not disadvantaged	278	88%	285	86%
Total	290	88%	297	86%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	290	88%	297	86%
Total	290	88%	297	86%

## Glossary

**Accountability Cohort:** An accountability cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1998 accountability cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain students with severe disabilities, new immigrants, and students who transfer to programs leading to a high school diploma or high school equivalency diploma are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (8) of the Commissioner's Regulations.

**Component Retests:** Component retests were offered in Regents English and Mathematics A to graduating seniors who were at risk of not meeting the State learning standards. Component retesting is the process by which a student who has failed a Regents examination in English or Mathematics A twice is retested only on the areas of the learning standards in which the student has been proven deficient. Component retesting eliminates the need for the student to retake the full Regents examination multiple times. Students who earn credit through component retesting are counted as if they scored in the 55–64 range or in the 65–84 range, as determined by the results of the component retest.

**Counts of Students Tested:** "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

**Graduation-Rate Cohort:** Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

**Limited English Proficient (LEP) Students:** Schools provide special English instruction to students for whom English is a second language so they can participate effectively in the academic program. In 2002–03 and in previous years, students were considered LEP if, by reason of foreign birth or ancestry, they spoke a language other than English and (1) either understood and spoke little or no English or (2) scored at or below the 40<sup>th</sup> percentile on an English language assessment instrument. The United States Department of Education has approved the use of the New York State English as a Second Language Achievement Test (NYSESLAT) as the required measure of language arts proficiency for LEP students in grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years and for LEP students who have attended for four or five years and have received an exemption from the general assessment requirement.

**New York State Alternate Assessment (NYSAA):** The district Committee on Special Education designates students with severe disabilities who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

**Student Confidentiality/Suppressed Data (# and s):** To ensure student confidentiality, the Department does *not* publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. In the *Overview*, the pound character (#) appears when fewer than five students in a group were tested. In the *Analysis*, when fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with an (s). However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

**Validity and Reliability of Small Group Data:** It is important that programmatic decisions are based on valid and reliable data. Data for fewer than 30 students in a group may be neither valid nor reliable. If a school does not have 30 students in a grade or a subgroup in a given year, the school should evaluate results for students in this group over a period of years to make programmatic decisions.